



SAFE ROUTES TO SCHOOL

Pushing Pedal Power

Lesson Plan

Grade Level:	6-8
Subject Areas:	Reading, Writing, Practical Living/Vocational Studies
Core Content:	RD-(06,07,08)-3.2, RD-(06,07,08)-3.4, WR-(06,07,08)-1.2.03 PL-(06,07,08)-1.4.01, PL-(06,07,08)-3.3.01, PL-(06,07,08)-4.2.02
Overview:	In this lesson students will become better informed citizens by understanding the focus of advertisements. They also will become better familiar with the benefits of riding a bike.
Suggested Time:	2-3 class periods
Materials:	automobile magazine advertisements, Who's the Target? Pushing Pedal Power, and Evaluation of Ads handouts, computers for research
Vocabulary:	advertisement, analyze, realistic, adjacent, specific

Activities:

1. Divide the class into teams of three or four students. Give each team one of the magazine advertisements for cars along with the handout Who's the Target? Explain how to complete the customer profile on the handout. Have the teams study their ads and complete their customer profile handouts. When they have finished, have each team display its ad and describe to the group the type of customer to which the advertisement is aimed.
2. Ask the class to discuss whether the ads that they have analyzed and those they have seen on television give a realistic picture of most driving situations. Ask them to recall the very last time they were in a car and ask them the following questions.
 - a. Was the number of people in the car the same as the number in the ads?
 - b. Was the scenery like that in the ads?
 - c. Was the driver beautiful or handsome as the driver in the ads?
 - d. Was the trip exciting, romantic or speedy?In addition, have students describe a freeway or main road at 5:30, the streets adjacent to a gym or stadium after a sporting event, or the parking lot at a mall during a holiday season. Have them contrast these scenarios with those in the ads. Ask whether they believe that car advertising is truthful about the realities of everyday driving.
3. Referring to their description of the traffic scenarios and what they know about the bicycle, have the students suggest reasons why using a bicycle could sometimes be a better transportation option than using a car. Record their reasons on the board.



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4. Tell the class that they are going to consider all the positive reasons for using bicycles and develop an advertisement that would effectively and truthfully market the bike as a means of transportation. Instruct the groups to form "ad agencies" and give them a minute or two to decide upon the name for their agency.
5. Have the agencies research and write down 5 positive facts about bicycle use.
6. Distribute the handout Pushing Pedal Power. Read it aloud and discuss the assignment described. (This assignment can be completed as homework or in class.)

Next Class Period:

7. Begin by briefly reviewing the assignment. Have the agencies explain their plans and display their ads. The class will assess the effectiveness of the ads using the Ad Evaluation Form. Before the agency discusses how the ad was developed, have the class try to identify the target population.
8. When all the teams have presented their ads, lead a discussion on the truthfulness and merits of the advertising industry.

